

## Reflective Narrative Components

*Rhode Island Department of Education*

---

### Explanation and Considerations for Use

Exhibitions that are serving as a School-Wide Diploma Assessment must contain a reflective narrative. This reflection allows students to summarize their project, discuss problems, and reflect on the overall process. This tool provides guidance about the components and processes for helping students complete this required element, as well as a review tool for students to evaluate their work against relevant standards.

**This is guidance issued by the Rhode Island Department of Education. Rhode Island schools should consider this information carefully when they are developing their exhibition system.**

This tool was created and/or compiled by The Rhode Island Department of Education and The Education Alliance at Brown University, with the generous support of the Bill & Melinda Gates Foundation.

<http://www.ride.ri.gov/highschoolreform/dslat/>  
October, 2005



## **Reflective Narrative Components**

The reflective narrative affords students the opportunity to reflect upon their experiences. This reflection includes a chance to summarize the project, address problems encountered, analyze problem-solving strategies employed, and describe resulting learning and personal growth. It provides your evaluators with the background and context needed to understand the depth and scope of your project.

Student reflections must include the following:

- A summary of the research and components of the project

- A reflection on the problem solving process undertaken, which could include consideration of questions such as the following:

- ◆ What obstacles did you face?
- ◆ What solutions did you bring forth?
- ◆ What results or findings did you conclude?
- ◆ What would you have done differently and why?
- ◆ How would you use what you have learned in the future?
- ◆ Of what component are you the most proud and why?
- ◆ What advice would you give to a student undertaking a similar process?

- A reflection upon “new” learning

- A description of the role of the student’s mentor or outside sources

- A reference to the appropriate Applied Learning and content standards.

Student reflections must also contain:

- An organizational structure that allows for a progression of ideas to develop and that includes:

- ◆ An introduction that engages the reader and establishes a context
- ◆ Clear development of ideas
- ◆ Closure

**Exhibition Toolkit | Support and Monitor Student Progress |  
Support Student Self-Management and Reflection**

**Reflective Writing Review**

	<b>Standards</b>	<b>On Standard</b>	<b>Needs Revision</b>
An organizational structure that allows for a progression of ideas to develop which includes: <ul style="list-style-type: none"> <li>♦ An introduction that engages the reader and establishes a context</li> <li>♦ Clear development of ideas</li> <li>♦ Closure</li> </ul>	W-12-14.1 14.3, 14.5		
A summary of the research topic and components of your project			
A reflection on the problem solving process you undertook (including: obstacles, solutions, results/findings)	NCEE A1		
A reflection of your “new” learning			
A description of the role that your mentor or outside sources played in your project			
Analysis of the experience that conveys personal insight leading to new perspectives	W-12-14.6		
A reference to the appropriate Applied Learning and content standards	NCEE A1-A5		
Writing which meets or exceeds expectations for usage and mechanics	W-1 W-9		

Note: Checklist created based on consultation of GSE W-12-14 (Reflective Essay) and NCEE Applied Learning Standards